

Youth Jobs Strategy Discussion Paper – TasTAFE Feedback

Are these principles correct, or are there other best-practice principles that we should consider in our approach to this Strategy?

- Emphasise place-based career pathways with coordinated, locally endorsed training sequences, such as DECYP, VET and TAFE to employment.
- Initiate early career education in secondary schools, highlighting VET's value and using industry growth indicators to guide students.
- Anticipate emerging sectors and adapt education for future careers, such as renewable energy.
- Clearly delineate agency roles throughout the youth training to employment journey.
- Important to have an understanding of the profile of the Tasmanian young people to assist with providing context to the Strategy and to provide feedback and make commentary on the content of discussion points. This would include demographic percentages/considerations pertinent to each region (not just a focus on the individual).
- The Strategy should consider how we collect data on outcomes for young people, including through funded services, programs and research. This will help us design better solutions – preventative and innovative.

How can government, community, business, schools and industry support better connection and continuity of support across these elements?

- Simplify the system. Streamline coordination across entities, define scopes and goals, and review from the user's perspective to eliminate inefficiencies.
- Establishing a Youth Education and Employment Taskforce including youth representation to ensure they have formal process to be heard and actively participate in policy development, setting priorities, resource allocation, exploring creative solutions, co-design of solutions - this should assist with creating a seamless service system.

What is the one thing that you believe could have the most positive impact on a young person's transition pathway from school to further study, training or employment?

- Foster strong local professional connections and ensure referrals are tailored to individual needs.

- Clear articulation pathways pertinent to regions and priority industries – commencing from primary schooling. This articulation being in the form of a centralised resource that can be accessed by anyone with an interest (i.e. young person, parent, carer, teacher, job coach).
- Articulation to assist with a need to look at seamless transition between the relevant life stages.
- What role does family play in the strategy? Particularly in relation to intergenerational unemployment and disadvantage? Supporting young people to be work-ready or progress to further education can be hindered by their family background, values, experiences etc.
- School curriculum needs to reflect information and skills required for current, emerging and future jobs – this includes the curriculum being informed by industry and research.

How can the service systems better connect and respond to the complex needs of young people?

- Aim for a unified user view, potentially a shared case history, to improve transitions between stages, such as DECYP to TasTAFE.

What would unlock the ability for young Tasmanians with different needs to participate in work, education and training?

- Clearly convey benefits to re-engage youth and categorise common user profiles to better tailor services.
- Beacon Foundation is actively and successfully preparing young people for work and further education and training – how can their model and services be enhanced?
- Focus on supporting youth entrepreneurship and the role that volunteerism can play in job preparation and creating pathways.
- How can Government support access to mentoring, work experience and employment – via procurement/tender requirements and/or direct provision.

What are some innovative approaches to address transport issues for young people that keep safety as the highest priority?

- Explore mainland remote work opportunities and adapt local training to support these roles, utilising facilities like the Study Centre or Libraries Tasmania network.
- Buddying with retirees could be considered as a ride share option – the retirees could be compensated to do the driving and there would be a sharing of ideas, thoughts etc. between the driver and passenger (young person). Working from

home arrangements can also assist with workplace accessibility. What about water taxi options? This is where having an understanding of the location of young people can assist with a response to the transport challenge.

Where do young people currently get information to support them in making decisions or connect to employment and training opportunities?

- Predominantly from family, friends, sporting and community clubs/associations, and online sources.
- Career counsellors. Note that careers counselling and the systems and resources to support this process need to be amplified.

What does it take to be "job-ready"?

- "Job-ready" means possessing essential skills and navigating the workplace, including interpersonal interactions.

What can employers do to help build those work readiness skills? Can you share any examples of best practice?

- Promote pre-apprenticeship pathways and integrate workplace-based training, clearly defining job readiness for their business.
- In terms of what can employers do to enhance job-readiness skills – one option would be to provide weekly work placement opportunities for up to one day per week during the school year. This would provide increased learning and training opportunities rather than offering weekly placements on an ad hoc basis.
- Best practice is founded on employers 'buying in' to the development process from the beginning (collaboration and co-design), identifying clear outcomes and creating an environment of support for young people.

What do (or should) quality work exposure activities look like for young people? What are some examples of this being done well?

- Work exposure should provide genuine insights into potential careers. Employers can host sessions and open days, becoming sector ambassadors. Practical exposure connects participants with real-world job prospects.

How do we balance and support work and learning for young people?

- Offer flexible delivery models allowing students to determine their study load. Work-study integration examples include Aged Care providers in Launceston paying for demonstrated competencies facilitating placement completion and employment.

- Explore a Tasmanian version of VCAL (Victorian Certificate of Applied Learning) as an alternative to the TCE and utilising Certificate II as a retention strategy.

How could your business or industry be better supported to provide opportunities for young people?

- Enhance work exposure methods and consider dedicated resources for mentoring and onboarding in larger businesses.
- Incentives for employers to provide increased workplace opportunities.

What information or resources are needed to make Tasmania's training system more accessible and streamlined?

- Deploy Regional Career Navigators, using a comprehensive data-driven approach to guide students post-Year 12 and streamline their pathways.
- Consideration for strengthening the support existing resources that are contributing to the success of this (i.e. TasTAFE's Regional Engagement Officer resource).